

	<h2 style="text-align: center;">Evidence-Based and Evidence-Informed Practice: Strengthening Existing Programs Tier 1</h2> <p style="text-align: center;">Edi Winkle, MSW October 15, 2008</p> <div style="text-align: center;">  </div>
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	<h3>Desired Outcomes</h3> <ul style="list-style-type: none"> • Understand the keys in Strengthening Current Services • Examine Logic Models for Key Components • Participate in Evaluation and Implementation Planning
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	<h3>Strengthening Existing Programs</h3> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Wait!</p> <p>I already offer a program I am interested in continuing to offer...</p> </div> <div style="flex: 0.5; text-align: center;">  </div> </div>
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Where to Start

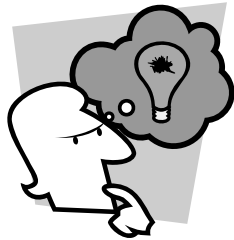
- Look at the research base and how it applies to your existing program. Does it:
 - Support the interventions you offer
 - Have resources (methodologies, evaluation tools, etc.) that could help support your work

Logic Models

- Integral component in Strengthening Programs
 - Several different models out there
 - Identified key areas to be fleshed out

Logic Model: Linking Services to Outcomes, Outcomes to Measures

- Vision
- Target Group
- Assumptions
- Services/ Activities
- Resources Needed
- Outcomes
- Measurement/ Evaluation




	EGrAMS and Logic Models	
	FRIENDS Term	EGrAMS Term
	Outcome	Objective
	Services	Activity
	Indicators	Expected Outcome
	Measurement Tool	Measurement

	Vision	
	<p>Does your logic model include your vision statement?</p> <ul style="list-style-type: none">•Vision statements are a statement of why you are doing the work in the first place.<ul style="list-style-type: none">– Simple, straight-forward statements– Does not need to be measurable <p>Examples:</p> <ul style="list-style-type: none">•Stable Nurturing Families•Children Ready for School	

	Target Population	
		<ul style="list-style-type: none">• Who are your participants?• What are their characteristics and demographics?• What are their needs?• Does your program address those needs?

Taking a Look	
	<ul style="list-style-type: none"> • Evaluate your current logic model. Do you have: <ul style="list-style-type: none"> –A Vision statement that clearly states the purpose for the project? –A clearly defined target population? –The basic needs of the target population clearly identified?

Assumptions	
	<ul style="list-style-type: none"> •Does your logic model clearly state your assumptions for your services? –Services should be based on what is known to be effective. 

Services	
	<ul style="list-style-type: none"> • Does your logic model clearly document all your program activities and services? <ul style="list-style-type: none"> – What services are you providing? – What do they look like? – How frequently will they occur?

Services:	
<ul style="list-style-type: none"> • Twelve 1 hour parenting education sessions using the "Safe Homes" curriculum. • Access to concrete materials (such as fencing, stair gates, car seats, etc.) 	
Assumptions:	
Two evaluations of the <i>Safe Homes</i> curriculum (Fisher, 2000, Hale & Carter, 2003), each conducted over a 3-year period, found that children of parents who had participated in the program were 50% less likely to experience preventable injuries than children in comparison groups.	


Resources							
<ul style="list-style-type: none"> • Based on the services you provide <ul style="list-style-type: none"> – What resources do you need to carry out these services? 							
<table border="1"> <tr> <td>•Money</td> <td>•Staff</td> </tr> <tr> <td>•Space</td> <td>•Curriculum</td> </tr> <tr> <td>•Materials</td> <td>•Office Support</td> </tr> </table>	•Money	•Staff	•Space	•Curriculum	•Materials	•Office Support	
•Money	•Staff						
•Space	•Curriculum						
•Materials	•Office Support						
<ul style="list-style-type: none"> – How do you get them? Direct funding, in-kind, collaborations? 							

Outcomes	
<ul style="list-style-type: none"> • Does your logic model clearly state your intended outcomes? • They should document: <ul style="list-style-type: none"> – Movement towards or attainment of a <i>change</i> in attitude, belief, behavior – What has changed for the people you serve as a <i>direct result of the services you offered?</i> 	

	Good outcome statements are directly related to:
	<ul style="list-style-type: none">• Needs of the target population• Funders' goals and priorities• Your mission & purpose• Services & activities


	Envisioning CHANGE
	<ul style="list-style-type: none">• If you conduct your program's activities, and succeed with participants, what do they believe, know, have or do as a result?• What one or two changes do you believe will occur in the lives of your program's participants as a result of your services?

	Challenges in Evaluating Outcomes
	<ul style="list-style-type: none">• Claiming responsibility for preventing negative outcomes or things that didn't happen• Demonstrating tangible results from things that are hard to measure• Showing long-term growth within a short and rigid time-frame

	Outcomes
	<ul style="list-style-type: none"> • Short-term • Intermediate • Long-term 

	Short-Term Outcomes
	<ul style="list-style-type: none"> • <i>Engagement outcomes</i>: First steps: gaining trust, interest and involvement • <i>Learning outcomes</i>: Changes in knowledge, attitudes, beliefs

	Intermediate Outcomes
	<p><i>Intermediate (practice):</i></p> <ul style="list-style-type: none"> • Moving from learning to action • Practicing and refining new skills • Adopting or changing behaviors

Long-Term Outcomes	
<p>Long-term (integration):</p> <ul style="list-style-type: none"> Consistently practicing new skills, behaviors Impact on social, economic or environmental conditions 	

Writing Outcome Statements	
<ul style="list-style-type: none"> Identify the desired changes in <u>participants'</u> knowledge, attitudes, skills or aspirations Written by determining: <ul style="list-style-type: none"> --Who (example: Participants) --Will Do (example: will know) --What (example: where to access basic health-care information for their children) 	

Formatting Outcomes	
<ul style="list-style-type: none"> Short-term: Participants demonstrate knowledge of how to appropriately supervise their children. Intermediate: Participants provide appropriate supervision of their children. Long-term: Participants provide appropriate supervision according to the changing needs of the children as they grow and develop. 	

Logic Model Activity

- Write outcome statements

- Who
- Will do
- What?

Selecting Measurement Tools

Is the tool...

- linked to outcomes?
- culturally appropriate?
- practical?

Does your agency have the time and money to use it?




The FRIENDS Evaluation Toolkit has resources to assist in tool identification.

- <http://www.friendsnrc.org/outcome/toolkit/annot.htm>)

Implementation Planning

- A crucial step in developing an effective and sustainable program.
- Clearly documents key program areas:
 - Measurement tool
 - Timelines
 - Staff Training
 - Data Management
 - Data Analyzation
 - Data Dissemination



Contact Information	
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